STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0023

JOHN ELIAS BALDACCI
GOVERNOR

SUSAN A. GENDRON
COMMISSIONER

December 9, 2003

William Diamond, Superintendent
Elan School
PO Box 578
Poland, ME 04274

Dear Superintendent Diamond,

Thank you for hosting us for the school approval follow-up visit conducted on August 19, 2003. During the visit, we interviewed students, teachers, residential staff, program directors and administrators.

As noted during our school approval visit:

1. There continues to be no indication that students enrolled in the Elan School are placed at risk for their safety or well-being;
2. There was no indication that any families or any other placement agencies have removed their children from the program based upon their concern for the safety or well- being of their child or client;
3. The Elan School continues the policy of not employing the "Ring" as a means of student discipline;
4. The wrist and ankle protective devises are used in only extreme situations where the student is in danger of injuring himself/herself or others. Since August 2002, the program administrators have reported every incident when the devices were used. The program administrators will report incidents to the school approval office in January and June;
5. Training programs are underway for the staff to become trainers in the safe use of passive physical therapeutic restraints;
6. The student handbook has been made available for all students including enrolled students and newly enrolled students;
7. Professional development plans for the education and residential staff have been developed and implemented. For example, some program staff are enrolled in MSW programs;
8. A technology plan is currently in the development stage;
9. The Elan School administrators have held discussions with the Departments of Corrections and Human Services regarding placement of youths who might be better served in the Elan program. A blueprint for a pilot program has been developed;

10. A handbook of policies and practices has been compiled and is being used with the residential staff;
11. Parent involvement opportunities have been increased at all stages of the program.

In summary, the education program at the Elan School continues to be in compliance with the basic school approval regulations for a special purpose private school.

In addition, we would like to thank you for meeting with us in Augusta on August 15, 2003, to discuss the issues regarding certification of the education staff. Chapter 101, Section 5.6, requires that appropriately certified special education teachers should provide instruction. As you noted, many of your teaching staff elected to receive conditional certification for the 2003-04 school year. This year Christine Bartlett has proposed setting the tuition rate based upon the number of staff who hold the appropriate certification against the enrolled special education population (from in and out of state) based upon actual allowable costs.

Looking ahead to next year, there are two choices to consider:

1. The DOE will set the tuition rate. Based on the special education rate setting process, unless there is a statutory change, all staff will be required to hold special education certification albeit conditional certification, in some cases.
2. If all the teaching staff does not hold the appropriate certification in the 2004-05 school year, then the DOE Management Information Systems will set the tuition rate based upon the actual per pupil cost or the state average whichever is the lesser.

We strongly recommend that you and the administration of the Elan School decide whether or not you wish to retain the title of special purpose private school and require all the teaching staff to hold special education certification. If not, you can elect to become a state approved private secondary school with a special education program. In this case, only the staff teaching students in the special education program would be required to hold special education certification.

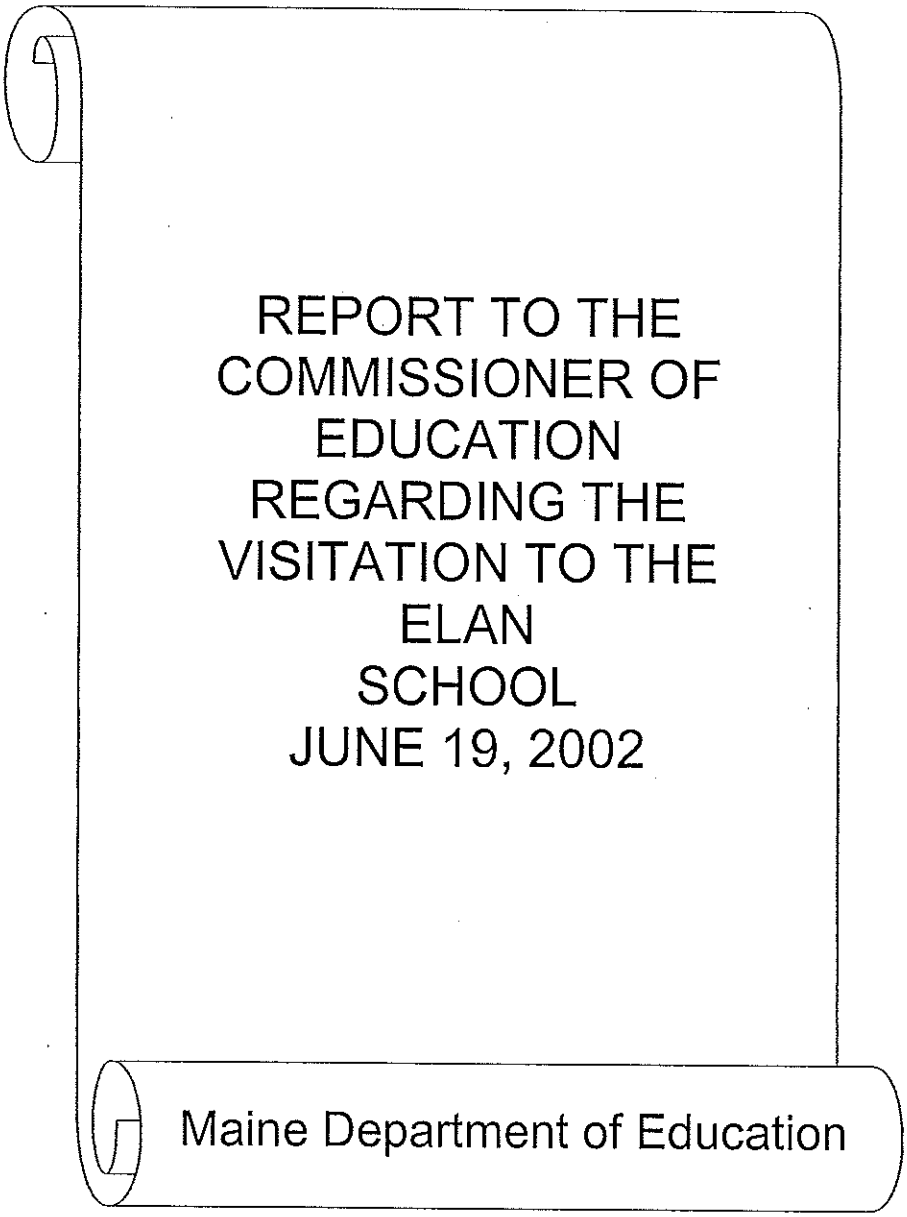
Please feel free to contact one or both of us if you have any questions.

Thank you.

Sincerely,

Edwin N. Kastuck, Ph.D.
School Approval Services

David N. Stockford, Team Leader
Division of Special Services



REPORT TO THE COMMISSIONER OF EDUCATION REGARDING THE VISITATION TO THE ELAN SCHOOL JUNE 19, 2002

Maine Department of Education

Compiled by:
Edwin N. Kastuck, Ph.D.
DOE Learning Systems Team
June 26, 2002

INTRODUCTION

On June 19, 2002, the Commissioner of Education, J. Duke Albanese, dispatched a School Approval Team to the Elan School. This is a State of Maine approved special purpose private school located in Poland Spring, Maine. The purpose of the visitation was to determine program compliance with Chapter 125 Basic Approval Standards including Section 125.17 Regulations Governing Timeout Rooms, Therapeutic Restraints and Aversives in Public Schools and Approved Private Schools.

The School Approval Team was comprised of the following Department of Education staff members:

Edwin N. Kastuck, Ph.D., Team Chairman, Learning Systems Team
Rose Mary Muir, Esq., Certification Legal Consultant
David N. Stockford, Director, Division of Special Services,

The format for the onsite visitation included the following:

1. A tour of the facilities;
2. A review of the Elan School policies, practices and procedures;
3. Private interviews with the Elan School administrators, teachers, staff, and students. Opportunities for phone interviews with parents of the Elan School students were made available. However, the Team agreed that phone interviews with parents were not necessary.

The following commendations, findings, recommendations and requirements represent the unanimous positions and conclusions of the School Approval Team.

COMMENDATIONS

The School Approval Team commends:

1. The Elan School administration, faculty, staff and students, who, without exception, were cordial, cooperative and forth coming with all information requests and responses to interview questions;
2. The members of the Elan School community who expressed a strong commitment to the education and well being of the students in the program;
3. The administration, teachers, and staff for their strong support and participation in the expansion of the athletic program at the Elan School and for the plans to increase student participation by providing sports activities that are new to the program;
4. The educators at the Elan School for their commitment to individualized educational programming and a to high degree of academic accountability;
5. The program staff for their facilitation of family groups and student groups;
6. The program for the documentation and record keeping regarding student needs, requests and behavior incidents including parental notification that exceeds current state regulations or Department of Education requirements;
7. The Elan School administration for creating increased opportunities for student interaction with their families;
8. The Elan School administrators for their willingness to explore and expand student participation in community based opportunities such as sports, field trips, and student participation in post secondary courses on college campuses and through distance learning;
9. Everyone who participated in the making of the Elan School promotional CD Rom and the overall new initiative to provide informational resources in order to increase awareness about the program.

FINDINGS

1. There was no indication that students enrolled in the Elan School are placed at risk for their safety or well-being.
2. There was no indication that any families or any other placement agencies have removed their children from the program based upon their concern for the safety or well being of their child or client;
3. The Elan School no longer employs the use of the "ring" in its system of student discipline. Instead, a student court system is used as a method to examine incidents and to determine consequences. The result is that students are required to perform community service on the campus as a way to atone for misdeeds or inappropriate actions. Student issues are also examined in an adult supervised peer mediation process
4. It was reported that mechanical restraints are available for use in situations where students may injure themselves or others. In any case, the program psychologist must authorize the use.
5. Students have daily opportunities to express their needs and concerns through the daily log system and other lines of communication.
6. Due to the geographic composition (from several states and countries) of the student body, the program is required to meet the educational and other programming needs from a number of states and institutions besides Maine.
7. The application of technology in systems management and instruction is very limited.
8. The science coursework does not provide adequate laboratory experiences for the students.
9. Formalized professional development plans for the staff and teachers do not exist.
10. Although all new students are provided with an orientation program and a student mentor, there is no student handbook, a written set of rules and regulations or a student code of conduct.
11. There is no handbook for the residential staff.

REQUIREMENTS

1. The Elan School administrators have agreed to meet with the School Approval Team within thirty (30) days of the visitation to present a set of written policies and procedures regarding the use of timeout, therapeutic restraints, aversives and other campus policies and procedures pertaining to student programming and discipline
2. The Elan School administrators have agreed to discontinue the use of mechanical restraints except in extreme situations when a student is in danger of injuring themselves or others.
3. Except as provided by Title 20-A M.R.S.A. Section 4009, individuals who implement or supervise the implementation of therapeutic restraints shall have successfully completed an appropriate training program in the identification and de-escalation of potentially harmful behaviors and the safe use of passive physical therapeutic restraints. This training includes, but is not limited to, Non-Abusive Psychological and Physical Intervention (NAPPI), Mandt, Crisis Prevention Institute, Therapeutic Crisis Intervention, and other training as determined appropriate by local policy.

RECOMMENDATIONS

1. Although there is no statutory requirement or regulation, the Legislative intent is clear that all school should develop a student handbook that includes a student code of conduct. Therefore, the Elan School should plan to develop a student handbook (per Title 20-A M.R.S.A. Section 1001, subsections 15,16,17,18) in order to have the handbook available for students by the fall of 2002. The student handbook should also include a student code of conduct.
2. Professional development plans for the Elan School administrators, teachers and staff should be developed. To do so will require the creation of a Professional Development System that includes representative participation from all the stakeholder groups on campus. The system should include a process for identifying and approving requests for personal and cohort group professional development needs. Sufficient financial resources should be allocated for the campus wide professional development system.
3. A technology plan should be developed which includes the application of new technologies to program management and classroom instruction. The plan should include the utilization of computers, instructional software, laboratory simulation software, videotapes and DVDs, computer networking on campus, distance learning, inter-library networking and other appropriate technology applications. The use of computer simulation software in science lab coursework could enable students to acquire science skills in a safe format. The technology plan should also include the development of a set of policies and procedures for supervised student access to the Internet. A campus wide Internet access policy should also be included in the technology plan.
4. As moving on to higher education becomes a major focus for the students, administrators and educators at Elan School, the education program should assess student readiness for post secondary experiences and utilize the results of the assessment to develop and adjust the curriculum, instruction and assessment. Research skills are one area that warrants attention.
5. As the athletic program grows and develops at the Elan School, the construction of an up-to-date sports facility should be explored. The facility could be designed for multiple uses including the performing arts.
6. The Elan School should annualize the graduation data including the postsecondary plans of the graduates.
7. A handbook of policies, practices and procedures should be created for use with the residential staff. This should also include the information contained in the student handbook and the student code of conduct.

CONCLUSION

The work of all schools in Maine is work on behalf of children. All parties associated with the Elan School, including the Department of Education, recognize that the needs of the students enrolled in the Elan School are unique and extremely challenging. Therefore, it is imperative that all Elan School administrators, faculty, Board of Directors, and the Department of education, move forward with respect and cooperation, championing the needs and general well being of the students enrolled in the Elan School.

Angus S. King, Jr.
Governor

Wayne L. Mowatt, Ed.D.
Commissioner

DEPARTMENT OF EDUCATION

Telephone (207) 287-5800
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March 21, 1996

Mr. Joseph Ricci
Executive Director
Elan School
RR #1, Box 370
Poland Spring, ME 04274

Dear Mr. Ricci:

The purpose of this letter is to inform you of the findings, the compliance issues, and the recommendations of the Special Education Program Review conducted at the Elan School on February 6 and 7, 1996.

Initially, I wish to express my sincerest appreciation to Jeanne Manley and the staff at the Elan School for the cooperation and hospitality extended to the Review Team during our site visit. We enjoyed our two days at Elan and the discussions generated by the various issues.

The findings and recommendations in this letter are based upon the following activities:

- Review of information found in the Program Review monitoring packet completed by Jeanne Manley;
- Review of certification records;
- Review of file information;
- Review of parent questionnaires;
- Review of special education director questionnaires;
- Five classroom observations;
- Interviews with eight special education teachers and one classroom teacher;
- Completion of interview forms related to records confidentiality and staff development;
- Survey of the facility for accessibility and comparability; and
- An audit of 31 records.

Joseph Ricci
March 21, 1996

The specific findings of the Special Education Program Review for the Elan School are presented in the following pages.

CONTINUUM OF SERVICES

The Elan School offers a fully approved junior high, high school, and special education program. Elan provides special education services to students identified as having a disability which adversely affects the students' educational performance and requires the provision of special education services.

Elan holds school classes in the evening hours. This practice is built on the philosophy that holding school during the evening hours allows students to work through behaviors that interfere with concentration and learning during the days; students, thereby, arrive in class better prepared to focus. Class sizes are kept small. Literature on the Elan School indicates classes have a maximum of ten students. The Review Team noted that classes range in size from eight to thirteen students. Elan's program includes a summer session featuring remedial work and electives.

The ability to provide an extremely structured learning environment is a strength of the Elan educational program. Another factor contributing to the school's ability to meet the needs of its students is the low staff to student ratio. With this low staff-student ratio, students can receive individualized programming in regards to their academic needs and diploma requirements.

Information gathered from Individualized Educational Plans (IEP) indicated few, if any, students were receiving supportive services. Supportive services are those services required to assist a student with a disability to benefit from special education services. Examples of supportive services include, but are not limited to, counseling, occupational therapy, speech and language services, transportation, and social work services. While this is not a compliance issue, the Review Team stresses that each student must be assessed as to the need for supportive services. If a need is identified, the appropriate supportive services must be provided. The Elan School must work closely with the sending school in the area of not only identifying supportive services, but also helping to ensure supportive services are being provided.

PERSONNEL

Certification and licensure for all special education staff were monitored. All professional staff are appropriately certified or licensed.

Certification of staff is an area of strength. All teachers not only have the required special education certification, but most teachers also have a subject-area general education certification. The staff have a clear understanding of, and commitment to, programming for students with challenging needs and behaviors. Interviews also confirmed that staff are student-centered, knowledgeable, well-qualified, and provide support for one another.

PARENTAL NOTICES/CONSENTS

There are three major components of the federal and state mandates for special education and supportive services for students with disabilities. The Elan School is responsible for having the appropriate documentation in the students' files showing these mandates are being carried out. If Elan is not receiving the appropriate documentation from the sending school, it is the facility's responsibility to inform the sending school as to what is needed. The Elan School must then document that they requested the necessary documents from the sending school.

The first component requires documentation that a range of prior written notices and description be provided to parents.

The Review Team monitors for 15 issues in this section. We look for 90 percent compliance in each area . If an issue falls below the 90 percent, it becomes an area of noncompliance. The Review Team found only two areas of noncompliance in this section.

- Chapter 101, Section 9.3, requires that the IEP be provided to parents within 21 school days. We did not find evidence that this is occurring. Elan will need to work with the sending schools to devise a system to document that the IEP is being provided to parents within 21 school days.

- Chapter 101, Section 9.5, requires that parents are sent prior written notice before the implementation of a change in the student's IEP. This notification needs to be sent to parents each time the IEP is changed. There was not consistent documentation of this requirement.

The Review Team did not find documentation that parents had been given a description of evaluation procedures or a copy of the original consent to evaluate (or a copy of Elan's permission to evaluate). The Review Team did find documentation that Elan tried to get this/these document(s) from the receiving schools. Since Elan did inform the sending school of what Elan needed for documentation, this is not a compliance issue. The Review Team strongly urges Elan to develop its own procedures (upon admission) in

order to secure the permission to evaluate and to provide parents with a written description of evaluation procedures. (Chapter 101, Sections 7.7 and 8.12)

The sending school is ultimately responsible for the appropriate education of its student. The Review Team recognizes the difficulties in coordinating Pupil Evaluation Team (P.E.T.) meetings with the multiple districts and IEP meetings with out-of-state units. The Review Team recommends that the Elan School develop an agreement outlining processes and procedures to be used with the sending schools regarding the P.E.T. process (in-state) and the IEP meeting (out-of-state). This agreement should specify responsibility for setting the time and place of the meeting, parental notification, minutes of the P.E.T., IEP development, etc.

EVALUATION PROCEDURES

The second major component of federal and state special education laws and regulations is the requirement of a comprehensive evaluation of the student. We monitor for five different issues under this section.

All issues were determined to be nonapplicable due to the fact that Elan conducts very few, if any, evaluations. The Review Team wishes to stress that, if the IEP team recommends an evaluation be conducted, Elan must work closely with the sending school to ensure that the evaluation is conducted. The Review Team did find documentation that Elan had informed two out-of-state sending units a triennial was due. The out-of-state units informed Elan they wished to wait to conduct the evaluation. Elan has satisfied requirements for documenting this correspondence, but should actively pursue (with the sending unit) the federal requirement that an evaluation be conducted at least every three years.

A concern of the Review Team was lack of updated evaluation information in the students' files. Evaluation material is extremely important in not only programming for the child, but also in recording students' progress. By conducting evaluations in a timely manner, the staff at Elan will be able to document progress, and change goals and objectives accordingly, for its students.

Elan is making positive strides in the area of classroom observations. Classroom observations are an excellent tool for documenting the needs of students. This tool can be useful when programming for students with disabilities. The Review Team commends the Elan staff for its use of the classroom observation in its planning of goals and objectives for students.

The Review Team reminds the staff that a classroom observation includes comparing the student's educational performance with other students of comparable age and identifying those issues that are adversely affecting the student's ability to benefit from the regular education program. Using the model form for classroom observations on a consistent basis will ensure the criteria for classroom observations are being met.

INDIVIDUAL EDUCATION PROGRAM

The third component of federal and state special education laws and regulations is the development of an Individualized Education Program for identified students. The Review Team monitors for 16 specific issues in the development of the IEP. Record audit activities documented four areas of noncompliance regarding this component. This speaks highly of the efforts of Jeanne Manley and the Elan Staff to collaborate and coordinate efforts with many different units in order to develop appropriate IEPs for students with identified disabilities.

The areas of noncompliance are:

- Section 9.3B requires annual goals to be measurable. Goals are statements which describe what a student with a disability can reasonably be expected to accomplish in a twelve month period in his/her special education program. These goals were not measurable in the majority of records audited.

The Review Team notes that IEP goals which reflected the Elan program structure were measurable.

- Chapter 101, Section 9.3D, requires the IEP to document the amount of specific special education services the student will receive. This was missing in many of the records audited.

- Chapter 101, Section 9.3G, requires the IEP to include a summary of any necessary special education transportation. This section was either missing or left blank in a number of records audited.

- Chapter 101, Section 5.15, requires the IEP to contain a statement of needed transition services for students with a disability beginning no later than age sixteen. A listing of needed transition services for students meeting this requirement was missing in many of the records audited.

In a number of records audited, the Review Team found two separate copies of the IEP. One copy was on an Elan form and the other copy was on the sending school form. In most cases, the IEPs were identical. In two instances, the IEPs contained different information. This was not only very confusing to the Review Team (and may also be extremely confusing to parents) but is also in noncompliance with regulations. The Review Team strongly recommends that Elan work closely with the sending schools to resolve the issue of recording two IEP documents.

The Review Team recognizes the challenges in working with so many different sending units, both in-state and out-of-state. The Elan staff is to be commended for the efforts it is extending in order to ensure good communication so that all students with disabilities are provided appropriate programs.

PUPIL EVALUATION TEAM PROCEDURES

Sections 8.4, 8.6, and 9.10 (Chapter 101) state requirements for P.E.T. membership. The Elan School shows a good record in its performance of having all required members present at P.E.T. meetings.

- The only compliance issue in this area is required members present at the meeting which develops the IEP for the initial out-of-district placement (Section 9.10).

Elan is currently putting into effect the practice of convening a meeting to discuss the student's IEP (and possible revisions) four to six weeks after enrollment. This is a practice the Review Team strongly recommends be continued.

RECORD CONFIDENTIALITY

Confidentiality of student records is addressed in both the Individuals with Disabilities Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA). All staff are very aware of confidentiality issues and are very conscientious in this regard.

One policy monitored is the policy on student records. This policy must address requirements found in 34 CFR 99, FERPA; 34 CFR 300, IDEA; and Chapter 101, Maine Special Education Regulations. Elan has adopted the Model Student Records Policy.

TECHNICAL ASSISTANCE

Technical Assistance is an important component of the program review process. Areas which were discussed, and which will continue to be addressed, include the following:

- Development of IEPs;
- FERPA requirements;
- Referral policy;
- State and Federal Special Education Regulations; and
- Communication with sending schools.

FACILITIES

Section 13.2 of the Maine Special Education Regulations requires that, during the site visit, the facility is examined for building accessibility and comparability of space allocated for special education services. Facilities at the Elan School are not handicapped accessible. Elan will need to develop a written contingency plan for providing services to a student requiring the use of a wheelchair if such a student should enroll.

The Review Team also noted that, while not a compliance issue, the space available for educational classes was less than ideal. This concern will be shared with School Approval personnel in the Department of Education since Chapter 125 (Regulations Governing Basic School Approval) regulates adequacy of school facilities.

STAFF DEVELOPMENT

As noted earlier, the ability to provide an extremely structured learning environment is a strength of the Elan School. The dual certification of a majority of staff members is evidence of a commitment to on-going staff development. The staff is aware of the importance of individualized programming which must occur in order to meet the unique needs of its students.

The Review Team recommends that the Elan staff continue to explore the issues surrounding individualized programming for students with behavioral challenges. Underneath the behavioral issues, learning disabilities may, and often do, exist. By also addressing the learning disability, Elan will continue to address the unique individual needs of its students.

The need for a library and an update of technology and equipment was expressed by various staff members. It was understood by the Review Team that computers, to be used in the classroom, have been ordered by Elan. The Review Team commends Elan for making a stride in upgrading its instructional material. The addition of computers in the classroom will have a strong impact on improving Elan's instructional program.

As a result of staff requests and the review process, the following areas are recommended for staff development:

- Importance of staff involvement in IEP development;
- Information on specific disabilities;
- Transition programming;
- Special education laws and regulations; and
- Current issues/challenges/best practices in the field of special education.

PARENT QUESTIONNAIRES

Seven in-state parent questionnaires were sent out and three were returned. Fifty out-of-state parent questionnaires were sent out and 17 (34%) were returned. The responses were very favorable. See the attached summary for the results of the parent questionnaire.

SPECIAL EDUCATION DIRECTOR QUESTIONNAIRE

Seven Maine special education director questionnaires were sent out and five were returned. The responses were very positive overall. See the attached summary for the results of the questionnaire.

SUMMARY

Based on the above findings, a corrective action plan must be developed to remediate the areas of noncompliance. I will be in touch with Jeanne Manley to assist in the development of this plan.

Chapter 101, Section 13.8, Maine Special Education Regulations, states that Letters of Findings and Corrective Action Plans are public records and shall be made available to parents and others upon request in accordance with the Freedom of Access Act.

Joseph Ricci
March 21, 1996

On behalf of the Special Education Review Team, I would like to thank Jeanne Manley and the staff at the Elan School for the cooperation with the review and for the wonderful treatment we were afforded while on site.

Sincerely,

Ethel Macklin

Ethel Macklin, Coordinator
Monitoring and Technical Assistance

Enclosures

Cc: J. Manley
M. Barney
K. Bucknam
M. Lahti
A. Holt
S. Willis
L. Phillips

The Elan School
Special Education Director Questionnaire

1. I am kept informed by reports and/or personal communications of the students progress and can anticipate the probable outcomes of the P.E.T. meeting.

 100% YES _____NO _____No response

 Comments:

2. The facility appears to have kept parents informed of their students progress and parents can anticipate probable outcomes of the P.E.T. meeting?

 60%YES _____NO 40%No response

 Comments:

3. The facility maintains good, overall communication with parents.

 40%YES _____NO 60%No response

 Comments:

4. The staff is well prepared to provide a description of the students progress and needs.

 80%YES _____NO 20%No response

 Comments:

5. The staff is well prepared to outline appropriate goals and objectives for the student.

 60%YES 20%NO 20%No response

 Comments:

6. The I.E.P. is developed by consensus at the P.E.T.

 80%YES _____NO 20%No response

 Comments:

7. The staff can describe the special education programs and support services to be provided.

80%YES _____NO 20%No response

Comments:

8. The IEP, as developed at the P.E.T., is carried out on a consistent basis.

100%YES _____NO _____No response

Comments:

9. The facility maintains good, overall communication with you.

100%YES _____NO _____No response

Comments:

The following are what I consider to be particular strengths of the facilitys special education program:

Consistent communication regarding student progress; work with oppositional students; peer treatment approach; Jeanne Manley has brought program a long ways toward special education compliance; individualized support/attention in classes; staff care about students; and, regular written communications.

The following are what I consider to be the priority needs for the special education program at the facility:

Facilities for school are poor-lacking supplies, computers; refusal to use medications which have been previously prescribed; ability to remediate reading problems seems lacking; program by its nature tends to be one size fits all; clearer understanding of roles and responsibilities.

The Elan School --- Maine

Special Purpose Private School
Parent Questionnaire - Out-of -state

This survey is part of a review of the special education program at the special purpose private school your son/daughter attends. This review is being conducted by the Maine State Department of Education. The Maine State Department of Education is required by Federal Law to assure that approved special education programs are complying with regulations designed to guarantee the educational rights of students. As parents/guardians of a student placed at this facility and receiving special education services, we ask you to complete the following questionnaire. Your answers and comments will be considered in our findings about the school. The results of the survey will be shared with the school facility, but your individual responses will be kept confidential.

If you have any questions about the survey or need assistance completing it, we would encourage you to call the Special-needs Parent Information Network (SPIN). Their brochure is enclosed.

Please respond to the following questions. Read carefully and indicate your answer with a check where appropriate. Thank you for your time and effort in providing us with this useful information.

1. Did you agree that this placement decision was in the best interest of the child?

 100% Yes ❑ No ❑ Do not remember

2. Were the reasons for this placement explained in a manner understandable to you?

 100% Yes ❑ No ❑ Do not remember

3. Have you been asked to attend a meeting to discuss your child's special education program at least once a year?

 100%Yes ❑ No ❑ Do not remember

4. Did you agree with the goals and objectives written in your child's Individual Education Plan (IEP)?

100%Yes ❑No ❑Do not remember

5. Were you provided with a copy of the minutes of the IEP meeting within three weeks of the meeting?

100%Yes ❑No ❑Do not remember

6. Has the school facility informed you of your legal rights under the special education law?

94%Yes 6%No ❑Do not remember

7. If English is not your primary language, or you are hearing impaired, have you been offered the services of an interpreter in meetings or discussions involving your child's education?

❑Yes ❑No ❑Do not remember

8. Does your child receive any of the following services?

94%Yes 6%No ❑Do not remember

_____Speech therapy?
_____Counseling?
_____Occupational therapy?
_____Physical therapy?

9. Are you aware that your child has the right to be educated with nonhandicapped peers?

100%Yes ❑No